**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Second Grade – Module 8**

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| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 2 Standards Checklist | page 3 |
| Module 8 Mid Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | page 6 |
| Key | pages 7-8 |
| Module 8 End-of-Module Assessment Task… |  |
| Score Sheet | pages 9-10 |
| Rubric | page 11-12 |
| Key | pages 13-16 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 8 Grading Guidance:**

* The standards assessed in Module 8 are only assessed in Module 8. (See checklist on page 3.)

**Updates**

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 8.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 8: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 8: Mid Module Assessment** | | | | | | |
|  | **Domain** | | | **Standard** | | | |
| Question | Geometry | | | 2.G.1 | | 2.G.3 | |
| 1 | 0 1 2 3 | | | X | |  | |
| 2 | 0 1 2 3 | | | X | |  | |
| 3 | 0 1 2 3 | | | X | |  | |
| 4 | 0 1 2 3 | | |  | | X | |
|  | |  |  |  |  | |  | |
| Domain  Score | Geometry | | |  |  | |  | |
| Level |  | | |  |  | |  | |
| Level 3 | 10-12 points | | |  |  | |  | |
| Level 2 | 6-9 points | | |  |  | |  | |
| Level 1 | 0-5 points | | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 8: Mid Module Assessment Task Score Sheet (continued)**

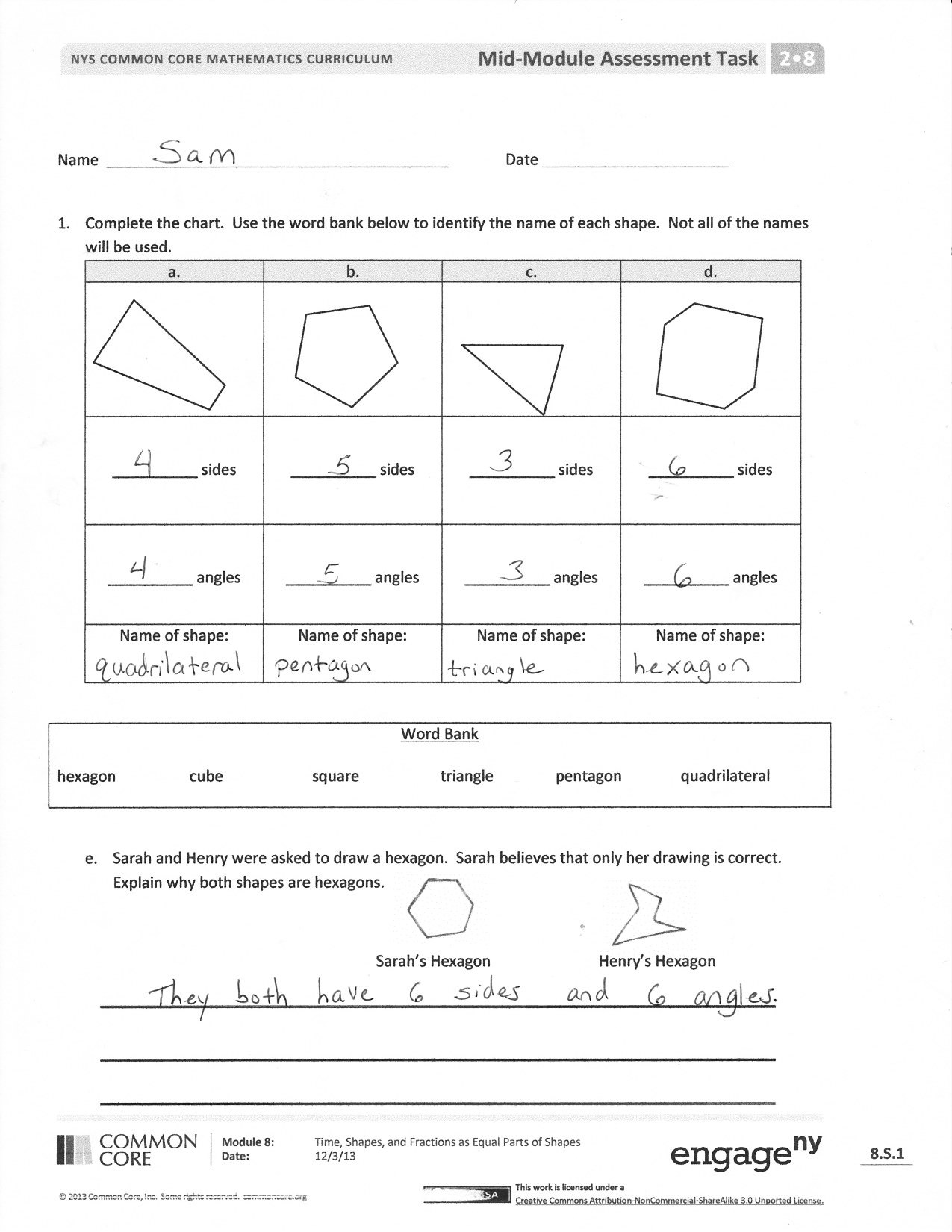
|  |
| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Reason with shapes and their attributes.[[1]](#footnote-1)  2.G.1 Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagon, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)  2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. |

**Second Grade Module 8: Mid Module Assessment Task Rubric**

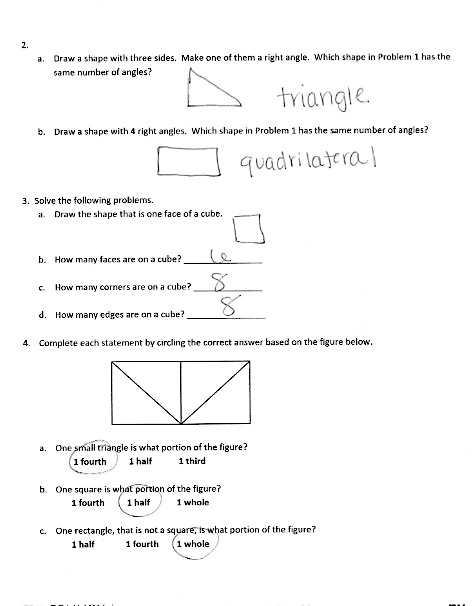
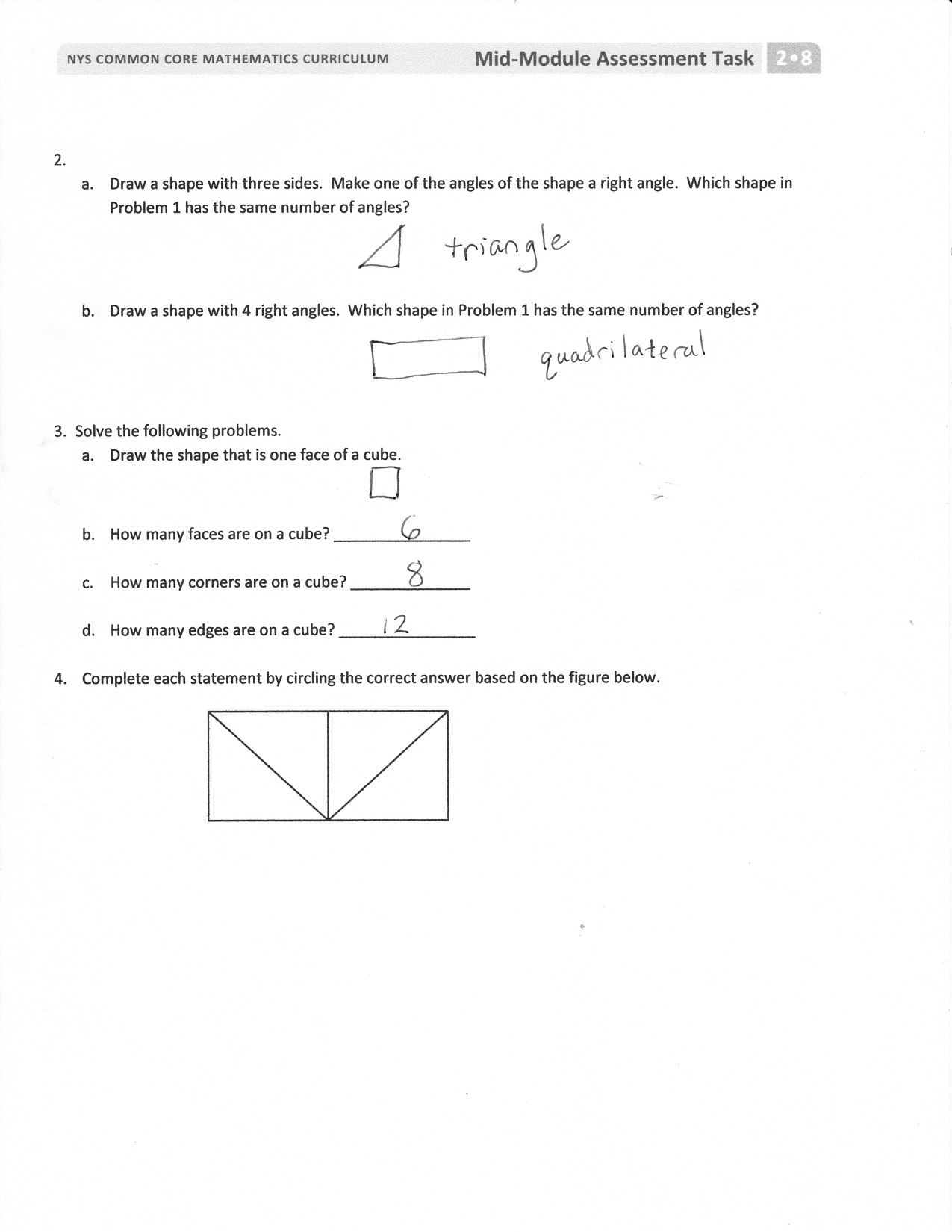
**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  2.G.1 | The student correctly answers **0** of the five parts. | The student correctly answers **1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| 1. **(1)** 4, 4, *quadrilateral*. 2. **(2)** 5, 5, *pentagon*. 3. **(3)** 3, 3, *triangle*. 4. **(4)** 6, 6, *hexagon*. 5. **(5)** That both images have 6 sides and/or 6 angles. | | | |
| **2\***  2.G.1 | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** draws a right triangle **(2)** identifies *triangle* (shape c) 2. **(3)** draws a rectangle **(4)** identifies *quadrilateral* (shape a) | | | |
| **3\***  2.G.1 | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** Draws a square. 2. **(2)** Answers 6. 3. **(3)** Answers 8. 4. **(4)** Answers 12. | | | |
| **4**  2.G.3 | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| 1. **(1)** *1 fourth.* 2. **(2)** *1 half.* 3. **(3)** *1 whole.* | | | |

**Second Grade Module 8: Mid-Module Assessment Task Key**



**Second Grade Module 8: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 8: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 8: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | |
| Question | Measurement and Data | | Geometry | | 2.MD.7 | | 2.G.1 | | 2.G.3 | |
| 1 |  | | 0 1 2 3 | |  | | X | |  | |
| 2 |  | | 0 1 2 3 | |  | |  | | X | |
| 3 |  | | 0 1 2 3 | |  | |  | | X | |
| 4 | 0 1 2 3 | |  | | X | |  | |  | |
| 5 | 0 1 2 3 | |  | | X | |  | |  | |
|  | |  | |  |  |  | |  | |
| Domain  Score | Measurement and Data | | Geometry | |  |  | |  | |
| Level |  | |  | |  |  | |  | |
| Level 3 | 5-6 points | | 8-9 points | |  |  | |  | |
| Level 2 | 3-4 points | | 5-7 points | |  |  | |  | |
| Level 1 | 0-2 points | | 0-4 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 8: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Work with time and money.  2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  Reason with shapes and their attributes.[[2]](#footnote-2)  2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)  2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. |

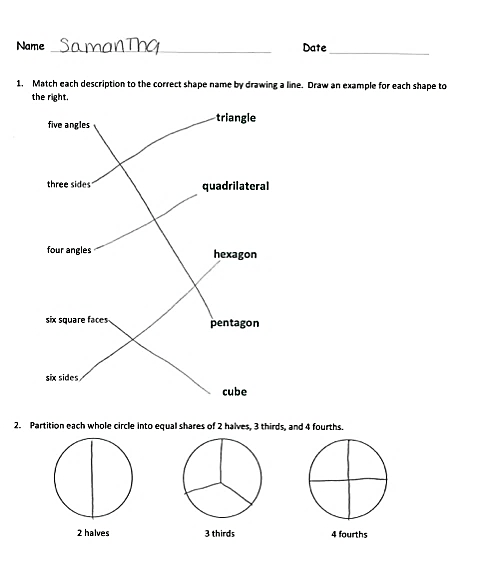
**Second Grade Module 8: End-of-Module Assessment Task Rubric**

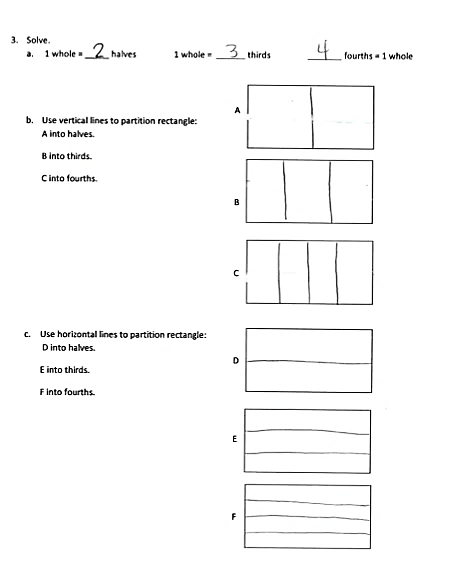
**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  2.G.1 | The student correctly answers **0-1** of the ten parts. | The student correctly answers **2-4** of the ten parts. | The student correctly answers **5-7** of the ten parts. | The student correctly answers **8-10** of the ten parts. (See below.) |
| * **(1)** Matches *triangle* to *three sides* and **(2)** draws a triangle. * **(3)** Matches *quadrilateral* to *four angles* and **(4)** draws a quadrilateral. * **(5)** Matches *hexagon* to *six sides* and **(6)** draws a hexagon. * **(7)** Matches *pentagon* to *five angles* and **(8)** draws a pentagon. * **(9)** Matches *cube* to *six squares* and **(10)** draws a cube. | | | |
| **2**  2.G.3 | The student correctly answers **0** out of three parts. | The student correctly answers **1** out of three parts. | The student correctly answers **2** out of three parts. | The student correctly answers **3** of the three parts. (See below.) |
| * **(1)** Partitions the first circles into halves. * **(2)** Partitions the middle circle into thirds. * **(3)** Partitions the last circle into fourths. | | | |
| **3**  2.G.3 | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** Solves 2, 3, 4. 2. **(2)** Using vertical lines, partitions rectangle A into halves, B into thirds, and C into fourths. 3. **(3)** Using horizontal lines, partitions rectangle D into halves, E into thirds, and F into fourths. 4. **(4)** Circles the first, second, and fourth rectangles, and crosses out the third rectangle. | | | |
| **4\***  2.MD.7 | The student correctly answers **0** of the six parts. | The student correctly answers **1-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5-6** of the six parts. (See below.) |
| 1. **(1)** Draws clock hands and **(2)** circles *a.m.* 2. **(3)** Draws clock hands and **(4)** circles *p.m.* 3. **(5)** Draws clock hands and **(6)** circles *p.m.* | | | |
| **5**  2.MD.7 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| 1. **(1)** 7:25 2. **(2)** 2:45 3. **(3)** 12:55 | | | |

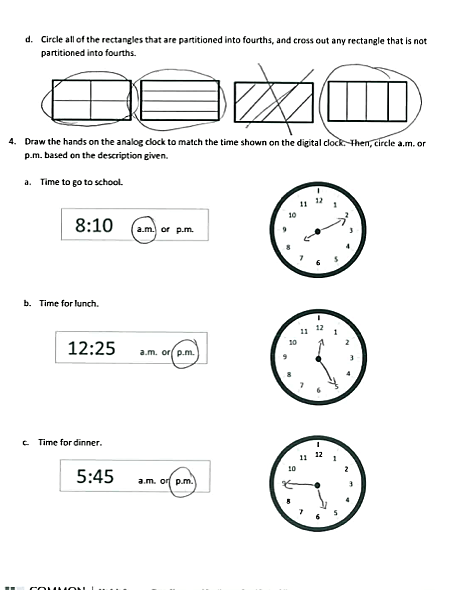
**Second Grade Module 8: End-of-Module Assessment Task Key**

**Second Grade Module 8: End-of-Module Assessment Task Key (continued)**

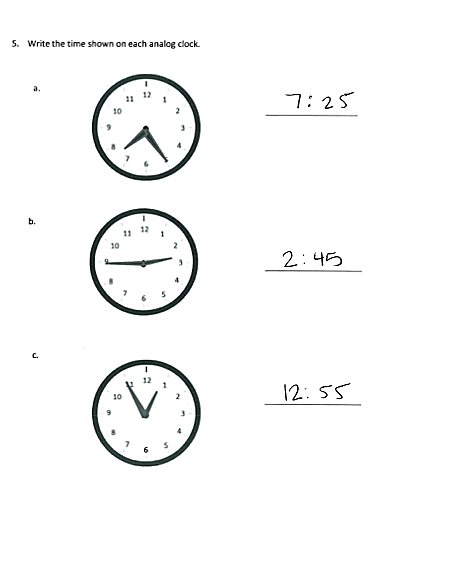




**Second Grade Module 8: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 8: End-of-Module Assessment Task Key (continued)**



1. Time is revisited using an analog clock as part of the work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc., and to the corresponding angle sizes. [↑](#footnote-ref-1)
2. Time is revisited using an analog clock as part of the work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc., and to the corresponding angle sizes. [↑](#footnote-ref-2)